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ABSTRACT

This is an evaluation of a Title VII bilingual education program carried out for Spanish speaking students in grades K-5 at Public School 155 (P.S. 155), Brooklyn, New York. A brief background of Title VII legislation is given. Instructional goals, staff development, parent involvement, and the development of a bilingual curriculum are listed as general objectives of the legislation. Specific objectives for the program at P.S. 155 are outlined. These include parent involvement and staff development, as well as student achievement in English and Spanish reading, mathematics, and bicultural education. Student progress is indicated by results from pre and post test scores. Other school and extracurricular activities undertaken as part of the program are also described. It is concluded that the P.S. 155 Title VII program was a general success, benefitting students, staff, and parents. Brief recommendations are offered in the areas of improved student records, expanded school activities, staff roles, and the extension of the program to a neighborhood parochial school. (GC)

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Title VII- Individualized Bilingual Instructional System

Final Evaluation Report

1978-1979

Project # 5077-97603,4
Grant # G007804524

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The trend in elementary school education is toward designing programs that meet the needs of the individual student. In the case of handicapped children, the Education of All Handicapped children Act has mandated that an education plan be written for each handicapped child in consulation with his or her parents and that instructional goals be established for the student. In the case of children who are English-language impaired, bilingual programs have been established so that the school learning of the child is not inhibited because of the language impairment. The establishment of these programs has been ordered by both federal and city courts.

Following a judgement by the Supreme Court of the United States, the federal Elementary and Secordary Education Act was passed in 1965. This Act aimed to develop pupil competence in written and spoken English. Its objectives were expanded in 1967 in Public Law 89-10 which created Title VII. On the level of New York City, Puerto Rican and other Hispanic public school children, their parents, Aspira of New York, Inc. and Aspira of America, Inc. won the Consent Decree of August 29, 1974. This decree affected "all New York City public school children whose English language deficiency prevents them from effectively participating in the learning process and who can more effectively participate in Spanish," and required that the Board of Education "accurately and systematically" identify and classify children who are Spanish-speaking or Spanish surnamed. These children were to receive (1) a program designed to develop the child's ability to speak, understand, read and write the English language, (2)"substantive courses" or subject

area instruction in Spanish (e.g., mathematics, science, and social studies), (3) a planned program "designed to reinforce and develop the child's use of Spanish," and to introduce reading comprehension in Spanish to children entering the school system whose reading readiness assessment indicated this need. Provision must also be made to allow the children to "spend maximum time with other children so as to avoid isolation and segregation from their peers." In February, 1975 40 elementary, junior high and high schools were identified and designated as Pilot Schools. Pilot Schools were to provide a complete bilingual program for all students within each school who had been identified as needing the Program, and were to serve to demonstrate "the means of developing, implementing, and operating the Program," as well as serving as training centers for appropriate school personnel in other schools.

Title VII objectives included instructional goals, as well as parent involvement, staff development, and curriculum objectives. These goals were detailed as follows:

Instructional

1. A basic instructional program utilizing bilingual educational practices, techniques and methods will be implemented in grades K-5.

2. English as a second language instruction will be provided to Spanish dominant program participants.

3. Spanish as a second language instruction will be provided to English dominant program partcipants.

4. All program participants will demonstrate functional bilingualism.

5. Instruction in specified subject areas will be delivered in the dominant language of program participants.

6. Instruction in specified subject areas will be delivered in the second language of program participants.

7. Program participants will obtain an advanced understanding and respect for their own language, customs and heritage.

8. Program partcipants will develop effective learning strategies for basic skill acquisitions.

9. Cross-cultural understanding will be facilitated.

Parent Involvement

1. A Parent advisory Board will continue to regularly review planning and implementation of the proposed program.

2. A Parent Program relevant to the special educational needs of the community will be developed and implemented on an on-going basis.

Staff Development

1. The professionsl and paraprofessional staff will engage in activities designed to realize the objectives of the proposed programs.

7. A bilingual Diagnostic/Prescriptive criterion referenced instructional system will be developed and implemented with the intent of providing an individualized bilingual program of basic education to program participants.

8. A bilingual resource library will be established.

The Title VII program has completed its first year at P.S. 155. This program, called Individualized Bilingual Instructional System is devoted to the development of functionally bilingual children, with activities including curriculum development, ESL instruction, bicultural understanding, staff development and parent involvement educational programs. According to the Title VII grant application for P.S. 155, these are 482 Spanish surnamed students who are 49% of the entire school enrollment. Administration of the Language Assessment Battery indicated that 376 (79%) of these 482 students qualified as being English-language impaired.

The objectives for the first year of the program were given in the proposal:

Instructional

1. 50% of the Spanish-dominant students attending 75% of classes preceding testing in grades K-5 will achieve significant growth in Spanish reading.

2. 50% of the total project enrollment attending 75% of classes preceding testing in grades 2-5 will achieve significant growth in English reading.

3. 50% of the total project enrollment attending 75% of their classes preceding testing in grades K-5 will achieve significant growth in Mathematics.

4. 50% of the total project enrollment attending 75% of their classes preceding testing in grades 1-5 will show significant growth in the history and culture of the two dominant ethnic groups (Black and Puerto Rican) which reside in the school community.

Parental Involvement

1. A Parent Advisory Board will be established, composed of and elected by, parents of children participating in the program.

2. Meetings will be conducted on a monthly basis for the purpose of developing and implementing activities which facilitates the effective functioning of the program.

3. A Parent Education Program will be developed and implemented on an ongoing basis. Topics given consideration will be determined by the special educational needs of the adult community.

Staff Development

1. Inservice training relevant to the development of an individualized bilingual basic instructional program will be implemented on an ongoing basis.

2. Staff will be encouraged to continue their professional training at higher institutions of learning.

Curriculum Area	Activities
Spanish Reading	1. Assessment of reading proficiency of individual program participants. 2. Delivery of one period of instruction daily. Children will be grouped according to level of proficiency. 3. Children in need of remedial attention will visit the Spanish Reading Laboratory on a regular basis. 4. The Laidlaw Basal Series will be utilized in grades 1-5.
Spanish Reading	5. Supplementary reading will include El Nuevo Sembrador for grades 1-5 6. Phonics instruction will employ the systems: La Primera Fonetica, Mi Primera Asi Escribimos. 7. Language Arts will utilize the Lengua Española series in grades 1-5. 8. Capacity building in Comprehension skills will employ the S.M. Lenguaje Series.
English Reading	1. Assessment of reading proficiency of individual program participants. 2. Delivery of one period of instruction daily. Children will be grouped according to level of proficiency.

3. Children in need of remedial attention will visit the English Reading Laboratory on regular basis.
4. The Bank Street Reading System will be utilized as the primary grade reading text.
5. Supplementary texts will include the McMillan "R" Series and the Scott Foreman System.
6. Phonics instruction in grades K-5 will emloy The New Phonics We Use.
7. The Ginn 720 Series will be utilized as the basal text in grades 4-5.
8. Supplementing the basal reader in grades 4-5 will be the Barnell-Loft Specific Skill Series, the McCall Crabbs Series, and the Gartler-Clark System.

Spanish/English Reading

1. Paraprofessional intervention in the dominant language where warranted.
2. Independent reading opportunities.
3. Close communication, i.e., weekly planning sessions, between teachers and paraprofessional
4. Remedial attention.

ESL/SSL

1. Assessment of English language impairment of individual program participants.
2. Conversational English speaking in primary grades and English reading instructions in grades 3-5.

Mathematics	1. Assessment of mathematics proficiency of individual program participants. 2. Delivery of one period of instruction daily. Children will be grouped according to level of proficiency. 3. Mathematics instruction will utilize the Cambridge Work a Text System and the Scott Foresman Mathematics Around Us Series. 4. Spanish Mathematics instruction will utilize the Addison Wesley Spanish Language Series. 5. Manipulatives and kits will be employed as supplementary aides.
Bicultural Education	1. The Social Studies Curriculum will be taught in conjunction with the Puerto Rican History and Culture curriculum. 2. Curriculum units in Black and Puerto Rican History and culture will be developed for grades K-5 and taught through the vehicles of holidays, foods, games, assemby programs and music. 3. Spanish dominant and English dominant children will be grouped for art, music, physical education, special assemblies and lunch. 4. Taxonomies of bicultural learning objectives will be compiled and correlated to capacity building techniques, practices and methods. 5. Program participants in grades 3-5 will generate individual and group projects pertinant to Puerto Rican History and Culture and Social Studies curriculum units.

Curriculum

1. Taxonomies of bilingual education objectives for reading, mathematics, science, and Puerto Rican and Black History and culture will be developed and successfully proven capacity building techniques, practices and methods for grades K-2.

2. Two levels of a sequentially organized English as a Second Language and one level of Spanish as a Second Language will be developed.

3. Diagnostic instruments will be selected and evaluated for assessing reading growth in English and Spanish for grades K-5.

4. A fundamental curriculum founded on Puerto Rican and Black history and culture will be established for grades K-5.

5. Development of a criterion referenced test of Puerto Rican history and culture will be achieved.

6. A bilingual resource library will be established.

This ambitious program called for an allocation of $369,366.00 for the first year. This amount was not funded. The school received $138,000 of which $18,000 was earmarked for training. With the reduced allocation, eight positions were established. These were the positions of Teacher-Bilingual Coordinatio Reading Specialist, Office Aide, Family Worker and four Educational Assistants. The educational assistants were placed in

classes in the third and fourth grades, where school administrators felt that the need for educational assistance was greatest. These four classes contain approximately 120 pupils. In two of the classes, there is a second paraprofessional funded by the bilingual pupil service. Thus, the students in these classes benefitted by individualized instruction. Participating classes in kindergarten and grades 1,2, and 5 were assigned paraprofessionals funded by Title I classroom teaching staff derived form Tax Levy funds. All partic pating classes received the services provided by the Bilingual Coordinator and the Reading Specialist.

Even with the reduced funding, the program has aimed at meeting basic goals agreed upon by experts in the field of bilingual education (Johnson, 1975). These include the following:

1. "Provision of 'a meaningful opportunity' for Hispanic children to partcipate in the education progam which their lack of English might otherwise foreclose.

2. "Proper screening: In order to set up an effective program, valid testing instruments must be developed and administered properly so that children are appropriately placed.

3. Development of English language proficiency to enable children to participate on an equalbasis with English speaking students.

'When a child is able to participate effectively in the learning process in English, as determined by an assessment of the child's language skills, the child is no longer required to receive this program. Further participation in a bilingual program may be considered as an educational option for a child who is no longer required to receive this program should the parent want a bilingual program for that child.'

4. "Suitable bilingual curriculum materials: Books and materials must be appropriate to the curriculum, geared to the proper grade level, and relevant to the child's culture and experience. If there are no such tools available, their development is a primary objective.

5. "Integration; Encouragement of effective interaction between English and non-English-speaking children.

6. "Parent participation: To involve Spanish-speaking parents in the education of their children.

7. "Ongoing evaluation: In order to assess the results of different teaching methods and techniques for the purpose of improving the bilingual program."

The evaluation of student progress has been carried out in accordance with the procedures outlined in the grant proposal. The first objective related to Spanish reading achievement by pupils of limited English-speaking ability. The test for Spanish reading was the Interamerican Series (C.I.A.), also known as the Prueba de Lectura. Pretests were started in January 18th. Posttests were given during the week of May 21st. The fourth and fifth grades are combined because fourth and fifth graders were combined in one class, it was not possible to separate the scores. The results for the Vocabulary section of the Interamerican were as follows:

Grade	No. of Pupils	Pretest Mean	Posttest Mean	Score Total	Significant
1	45	11.96	23.24	8.14	Yes
2	50	24.24	35.10	9.34	Yes
3	53	20.43	26.09	7.49	Yes
4 5	79	13.10	16.89	6.10	Yes

All grades showed highly significant progress in knowledge of Spanish Vocabulary.

On the Comprehension section of the Interamerican, the students achieved the following results:

Grade	No. of Pupils	Pretest Mean	Posttest Mean	Total	Significant
1	45	7.29	20.69	8.70	Yes
2	50	14.24	31.78	18.29	Yes
3	53	20.11	26.87	8.74	Yes
4 & 5	79	10.96	14.33	5.38	Yes

Total Scores were:

Grade	No. of Pupils	Pretest Mean	Posttest Mean	Total	Significant
1	45	19.24	43.93	8.27	Yes
2	50	38.28	67.10	16.17	Yes
3	53	50.34	68.08	12.51	Yes
4 & 5	79	30.54	39.37	6.63	Yes

The second objective of the first-year program stated that 50% of the total project enrollment attending 75% of classes preceeding testing in grades 2-5 will achieve significant growth in English reading ability." English reading ability was tested with the Stanford Achievement Test of Reading. Pretests for both the primary and intermediate levels were held on October 16, 1978; posttests were given during the week of May 7th, 1979. Means given are grade equivalents.

STANFORD ACHIEVEMENT TEST OF READING

Grade	No. of Pupils	Pretest Mean	Posttest Mean	I	Significant
1	18	.47	1.64	1.95	yes
2	42	1.07	1.63	2.56	yes
3	54	2.53	2.67	.31	No
4	45	2.46	2.99	7.66	yes
5	32	3.94	4.49	3.73	yes

The second, fourth, and fifth grades achieved highly significant improvements in their English reading ability. The first graders also improved significantly. The third grade registered only a modest increase. Scores for Kindergarten pupils were analyzed as raw scores.

Grade	No. of Pupils	Pretest Mean	Posttest Mean	I	Significant
K	26	7.35	16.19	6.27	Yes

Objective 3 related to mathematics ability was projected that 50% of the total project enrollment attending 75% of classes preceeding posttesting in grades K - 5 would achieve significant growth in mathematics ability. The tests used were the Stanford Early Achievement Test and the Stanford Achievement Test of Mathematics. The pretest was given October 23, 1978, the posttest was given during the week of May 7th, 1979. All grades showed significant improvement, as indicated by the figures below. Figures for the Kindergarten are raw scores; figures for all other grades are in grade equivalents.

Grade	No. of Pupils	Pretest Mean	Posttest Mean	Total	Significant
K	24	7.54	16.42	9.25	Yes
1	37	.88	1.44	7.84	Yes
2	38	1.65	2.56	7.38	Yes
3	23	2.48	3.56	5.19	Yes
4	48	2.72	3.48	5.62	Yes
5	30	4.29	4.92	6.21	Yes

The fourth objective of the program was aimed at increased knowledge, by the students, of the history and culture of the ethnic groups which reside in the school community. The grant proposal indicated that pretests would use "teacher prepared tests appropriate to grades 1 - 5". Pretest and posttest used were those developed by the Title VII teacher trainer at P.S. 332.

Grade	No. of Pupils	Pretest Mean	Posttest Mean	Total	Significant
K	34	84.97	94.53	5.02	Yes
1	30	70.00	82.00	3.22	Yes
2	62	33.55	71.05	12.60	Yes
3	51	52.65	64.65	7.06	Yes
4	27	11.67	25.30	10.22	Yes
5	40	30.70	45.50	8.93	Yes

All grades showed highly significant improvement in their posttest scores on the culture test.

PARENT INVOLVEMENT

A parent advisory council was set up at P.S. 155, with one parent from each class and one person from the P.T.A. executive committee. This council met regularly throughout the school year. There were regular weekly school meeting to which the parent advisory board members were invited and which many attended. At these meetings, discussions covered both, the regular program of P.S. 155 and decisions concerning the Title VII program.

Many parents attended other activities in the school. Classes were offered in English as a Second Language, Spanish as a Second Language, Weight Watchers, Sewing, Gymnastics, and a weekly coffee hour with speakers on topics like nutrition, birth control, food stamps and blood pressure. There was also a Parents Anonymous group (to prevent child abuse). I observed the exercise class, which was held every morning. It was led by Lenora Bosley, and offered vigorous exercise with musical accompaniment. There was an atmosphere of involvement and fun, with excellent rapport between Ms. Bosley and the parents.

Staff Development

At the present time, the Reading Specialist is finishing her Master's degree at City College of the City University of New York. At Long Island University, Title VII funds pay tuition for three teachers studying leadership and supervision; one of the three was the Bilingual Coordinator. Tuition was also paid for three teachers who were studying bilingual education at Long Island University.

Curriculum

The Bilingual Coordinator worked with the classroom teachers to define objectives, at each grade level, in reading, mathematics, science, and Puerto Rican and Black history and culture. Resource materials were ordered as were materials for a bilingual resource library. Ordering had been delayed because funds for these materials were not released until after January 1st, 1979.

During the school year 1978-1979, the Laidlaw Basal Series was used in grades 1 through 5 as the basal reader for the bilingual program, Lengua Española series was the text for language arts, with La Primera Fonetica used for phonics instruction. In English reading, the Ginn series was used, rather than the Bank Street Reading System, now used as supplementary reading.

The Scott Foreman System was also being used as a supplementary text. The Cambridge Work and Text System and the Scott Foresman Mathematics, as well as Silver-Burdett Spanish Math book, and rexograph masters prepared by Silver-Burdett. El Nuevo Sembrador has been eliminated as supplementary reading; the S.M. Lenguaje Series was not used to build comprehension skills.

Spanish-dominant and English-dominant children were grouped for art, music, physical education and lunch in order to foster bicultural education

Special attention was given to assemblies that celebrate such events as Puerto Rican Discovery Day, Black History, Martin Luther King's birthday, and Pan American Day. Two fourth-grade classes participated in the club program where, each Friday, they pursued individual interests: typing, sewing, science, arts and crafts, music, or the "future teachers" club.

Students visited the Museum del Barrio, the Museum of Natural History, and the Brooklyn Museum. Two classes visited the United Nations. Students attended the Spanish Repertory Theater and an opera presented by the New York City Opera Company. They made neighborhood trips.

A highlight of the spring term was an overnight trip to Gateway National Park. Students camped out and had a full experience of the outdoors. Three parents, two teachers and one paraprofessional accompanied the children.

The celebration of Puerto Rican Discovery Day included craft projects. Pupils in the fourth-grade bilingual class (4/409) built dwelling models; the fifth grades bilingual class (5/407) constructed a large plaster map of Puerto Rico. Both projects were displayed in the bilingual resource room.

P.S. 155 is a large school (pupil census: 905) with many interesting activities, in which the bilingual students participate. There is an ecology room, in which many animals (snakes, turtles, fishes, rabbits) are raised. There is a token economy program which runs a store,the goods of which can be purchased for money or for tokens representing reading achievement. The school has "themes" for different periods, like friendship or brotherhood, with bulletin boards and hall streamers keyed to these themes.

All school activities benefit by the positive attitude toward discipline.

Assemblies are orderly and well-behaved. I observed a spelling bee held in Spanish on April 5th. The youngters were interested and involved.

During the school year, the relationship between the Title VII coordinator and the bilingual teachers at P.S. 155 appeared cordial, workshops included a workshop at which the Crane reading series was presented. The coordinator suffered some difficulties. Not well in the early part of the semester, she faced the work of setting up the program without the support of a district Bilingual Coordinator or evaluator. Unfortunately there were vacancies at that time, in the positions of Bilingual Corrdinator and of Evaluator for the district. In addition, funds for materials not released at the beginning of the school year, she had to make do with materials already available.

It is interesting to compare the strengths and weaknesses of the program to the report by the Community Service Society on the pilot bilingual schools in New York City. The report stated that an atmosphere of excitement and enthusiasm permeated most of the pilot schools, and that the bilingual staffs were dedicated and committed to the programs. The comfortable relationship between students and teachers who understood and spoke their language has had a positive impact on the students, who seemed interested, were attentive, and took pride in their accomplishments. This was true in P.S. 155. It was also true that teachers were actively involved in curriculum planning, in searching out and creating instructional materials appropriate to the program, and in sharing experiences at workshops.

City-wide, bilingual teachers had a good command of both English and Spanish. At P.S. 155, bilingual teachers varied in their command of English. The percentage of English and Spanish used in the classroom also varied.

English language instruction, which was the weakest component of the program city-wide could also be strengthened at P.S. 155. Special program may need to be devised to develop conversational skills and the ability to conceptualize in English. It is also difficult, but must be attempted, to design a program that will accommodate different levels of linguistic competence among the pupils.

The Spanish language instruction was well planned and executed, as it was city-wide. P.S. 155 benefitted by having, in addition to the Title VII program, a Spanish Language Laboratory, funded by New York State under Chapter 720. All facilities were used fully and sensibly. However, a problem that may become more serious in the future is the trend toward generalized competency examinations. The Assistant Principal of the school has discussed with me the possible difficulties Spanish-speaking students may encounter with the competency examinations. She has indicated her desire to give instruction to bilingual students in test-taking skills, in anticipation of these difficulties.

Whether bilingual children should be tested in Spanish or English represents a philosophical conflict that appears to be getting stronger within the group of bilingual educators. While the federal government, in setteng the constraints for funded programs, is emphasizing the transitional type program, with stated entry and exit criteria for program participants, most of the administrators and teachers to whom I have spoken favor a maintenance program, a program that maintains the first language while the student learns English.

In the coordination between funding agencies and the school, the district bilingual coordinator can be helpful. The coordinator is also needed to maximize the efficiency of resource personnel who develop bilingual materials. By planning ahead in both the district and the school, teachers can determine which materials can be purchased, which can be borrowed from other programs, and which need to be developed within the school. Hopefully, the district coordinator will maintain broader contacts than school personnel maintain, and will share with the school personhel information about materials prepared elsewhere that might be available for use in the school.

One of the weakest areas within the school has been the record keeping for the bilingual students. Although attendance and other school-wide records are well kept, this was not true for the special examinations given the bilingual students. Partly, this resulted from the vacancy in the position of district-wide Evaluator. It was the internal office of evaluation that had designed forms, in the past, and had clarified for the teachers what information would be required. Workshops should be held on problems in record keeping, standards should be set, and the coordinator should follow up on each test in each class to make sure that both pretest and posttest scores are accurately recorded for every student.

RECCOMENDATIONS

1. There should be coordination between the school and the district office so that records kept for the bilingual students are adequate from the point of view of the pupil records, the school evaluation, and the computerized summaries of pupil progress that are essential for evaluation of student progress in the program.

2. With the benefit of the experience of the first year, the role of the program personnel might be clarified, so that each person's time is used most efficiently.

3. Expansion of existing school activities, like the token economy so that all bilingual classes are covered would be helpful.

4. Although CSD 23 extended the opportunity to participate in the program to The Church of The Risen Christ non-public school on 250 Blake Ave. in Brooklyn, this school is not participating in the program. The pastor told CDS 23 that the population of language impaired Spanish-dominant children did not warrant participation. The bilingual coordinator should survey the community, with the aim of finding additional beneficiaries of the program. Naturally, this would be limited by the size of the reduced grant.

As indicated by test results, the first year of operation of the Title VII program at P.S. 155 showed excellent pupil progress. Problems of administration were defined and attacked. School personnel received training, and gained on both a formal educational and experiential level. The community benefitted by the outreach program. Parents were involved and consulted. With the many-levelled opportunities provided by the Title VII Program, P.S. 155 has gained valuable experience in an individualized bilingual instructional system for its students.

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